

SKRIPSI



**THE CORRELATION BETWEEN THE HIGHER ORDER THINKING
SKILLS (HOTS) AND THE ENGLISH ACHIEVEMENT
OF THE ELEVENTH GRADE STUDENTS OF SMA N 2 KUDUS
IN ACADEMIC YEAR 2017/2018**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2018**



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Presented to Muria Kudus University

**in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education Department**

By:

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MOTTO AND DEDICATION

MOTTO

“Be somebody who makes everybody feel like a somebody”

“Be the fire-fighter who faces everything bravely, act like the water which always flows naturally”

“Keep being awesome...”

DEDICATION

This skripsi specially dedicated to:

- Her honourable parents, Sukarman and Seneng
- Her beloved aunt Susilawati
- Her younger brothers and sisters; Yunus, Bonang, Metha, and Fatma
- All lecturers for every knowledge and experiences in learning
- All beloved friends who always support her with loyalty to struggle along
- Herself who will keep fighting to reach her goal

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Ernisa Sholikah (NIM 201432051) has been approved by the *skripsi* advisors' for further approval by the Examining Committee.

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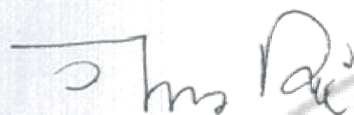


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ACKNOWLEDGEMENT

In the name of Allah SWT, the researcher would like to express her biggest gratitude to Allah SWT who always gives mercy and blessing so the researcher can finish her skripsi entitled “The Correlation between the Higher Order Thinking Skills (HOTS) and the English Achievement of the Eleventh Grade Students of SMA N 2 Kudus in Academic Year 2017/2018”.

In completing this research, there are many people who gave a lot of support, advice and also suggestion that is needed by the researcher. So that the researcher would like to convey her special gratitude to them, they are:

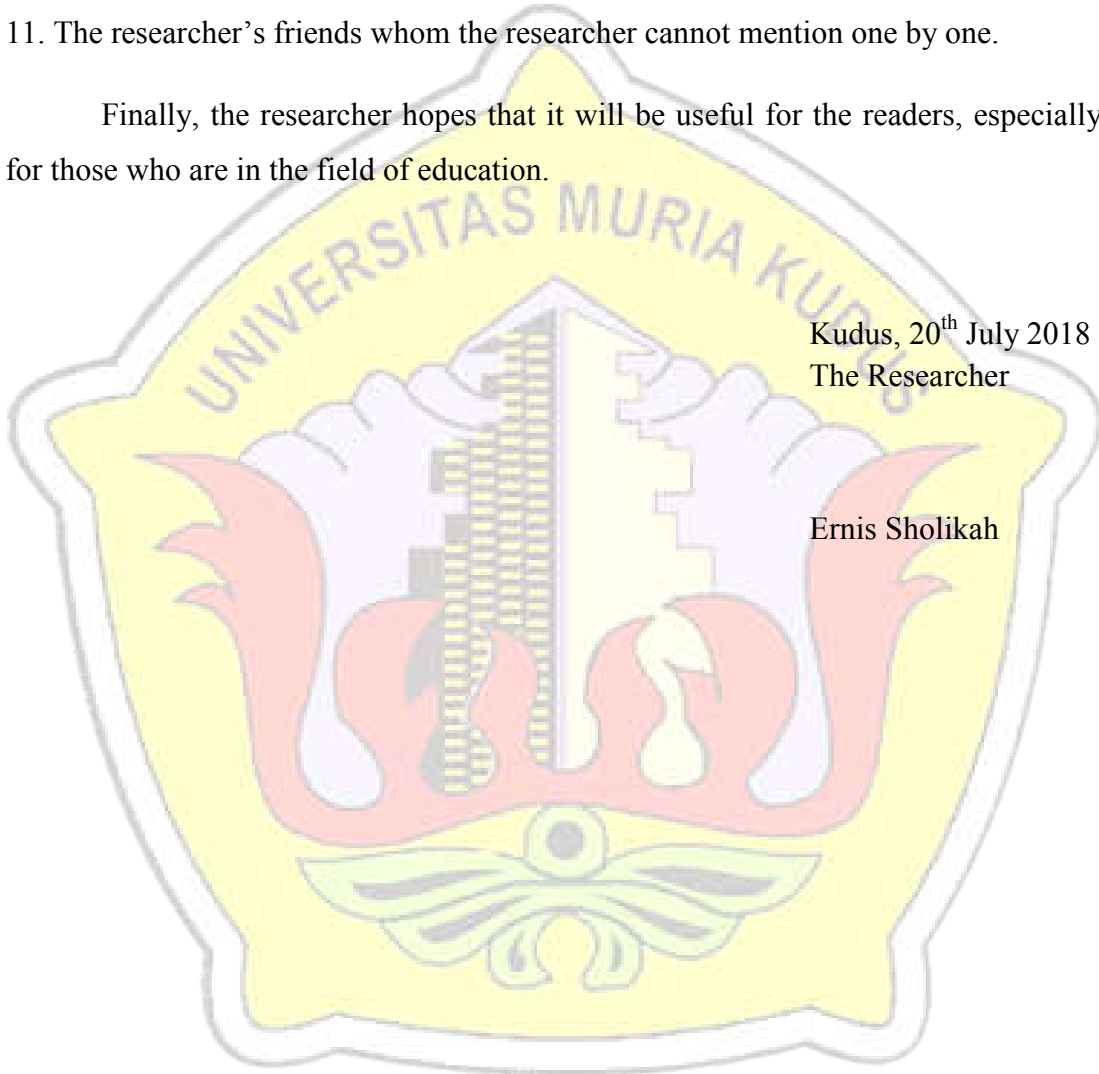
1. Dr. Slamet Utomo, M.Pd as the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Nuraeningsih, S.Pd., M.Pd as the Head of English education Department and as the second advisor who has given her time and patience in supporting the researcher.
3. Drs. Suprihadi, M.Pd as the first advisor for all his time and patience in guiding the researcher to compose this skripsi.
4. All of the lecturers of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
5. Drs. Sri Haryoko as the Headmaster of SMA N 2 Kudus who has given permission for the researcher to conduct this research.
6. All of the teachers of SMA N 2 Kudus, especially the English teachers who has helped the researcher in conducting the research.
7. The researcher's family, especially her father (Mr. Sukarman) who kindly taught her to be own master and be a good leader, her beloved mother (Mrs. Seneng) who endlessly gives a lot of motivation and prays for her glory, and also her amazing aunt (Mrs. Susilawati) who lovingly supported her study.
8. The researcher's brothers and sisters, the Pandawa squad who always cheer up the situation; Irwan Ahmad Yunus, Bonang Setyaji, Metha Dwi Pradita, and Fatma Abdul Fattah Goma.

9. The researcher's colleagues in PMI Kudus, KSR Unit UMK, and English Students Association.
10. The researcher's best friends; Sinyorita Esma, Pipol Vidya, Tia' Tipa Chan, Nok Cipa Apriliana and Mbak Epi Coklat who sincerely supported the researcher dealing with the ideas, statistical counting, hot discussion and many times encouraged her as well in everywhere, every time and in every situation.
11. The researcher's friends whom the researcher cannot mention one by one.

Finally, the researcher hopes that it will be useful for the readers, especially for those who are in the field of education.

Kudus, 20th July 2018
The Researcher

Ernis Sholikah



ABSTRACT

Sholikah, Ernis. 2018. *The Correlation between the Higher Order Thinking Skills (HOTS) and the English Achievement of the Eleventh Grade students of SMA N 2 Kudus in Academic year 2017/2018*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors (i) Drs. Suprihadi, M.Pd., (ii) Nuraeningsih, S.Pd., M.Pd.

Key words: *HOTS, students' engagement, English achievement*

Higher order thinking skills (HOTS) is the new concept of thinking in curriculum 2013 based on Bloom's taxonomy; analyzing, evaluating and creating. It focuses on student-centered learning. In this case, it refers to the students' engagement that also gives them the authority to decide their own way to reach their achievement especially in learning English, while the teacher will facilitate them in teaching and learning process.

This research aimed to find out the correlation between HOTS and the English achievement of the eleventh grade students of SMA N 2 Kudus in academic year 2017/2018.

The design of this research is a correlation research in term of quantitative research, non-experimental. The number of sample is 44 students which are taken by using the technique of purposive sampling. Related to the instruments of this research, the researcher uses the questionnaire to know the level of students' engagement in applying HOTS and the documentation to know the students' English achievement.

The result of this research shows that the students' engagement in applying HOTS is categorized as high engagement with the mean score 3.37 and 79.59 as the mean score of English achievement. In summary, based on the calculation of correlation coefficient by using Pearson-product moment formula, the result of r_{xy} is 0.697 that showed high correlation. Meanwhile, in degree of freedom 42 and level of significance 0.05 (one-tailed), the critical value (r_t) is 0.251. Then, it is found that $r_{xy} > r_t$, where $0.679 > 0.251$. It means that H_a (research hypothesis) is accepted.

In conclusion, there is a significant correlation between the higher order thinking skills (HOTS) and the English achievement of the eleventh grade students of SMA N 2 Kudus in academic year 2017/2018. Moreover, the researcher suggests the teacher to facilitate the students by conducting HOTS in teaching and learning activity to take more students' engagement in English learning, and for the students have to take more interest related to their engagement in applying HOTS to get a better result in English learning.

ABSTRAK

Sholikah, Ernis. 2018. *Korelasi antara Kemampuan Berpikir Tingkat Tinggi (HOTS) dan Prestasi Bahasa Inggris Siswa Kelas XI SMA N 2 Kudus Tahun Ajaran 2017/2018*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (i) Drs. Suprihadi, M.Pd., (ii) Nuraeningsih, S.Pd., M.Pd.

Kata kunci: *penerapan HOTS, keterlibatan siswa, prestasi Bahasa Inggris*

Kemampuan berpikir tingkat tinggi (HOTS) adalah konsep berpikir yang baru dalam kurikulum 2013 berdasarkan taksonomi Bloom; menganalisa, mengevaluasi dan menciptakan. HOTS terfokus pada pembelajaran yang berpusat pada siswa. Dalam kasus ini, hal tersebut merujuk pada keterlibatan siswa yang kemudian juga memberikan otoritas pada siswa untuk menentukan cara belajar mereka sendiri untuk meraih prestasi yang baik terutama dalam pembelajaran Bahasa Inggris, sementara guru akan memfasilitasi siswa dalam kegiatan belajar dan mengajar.

Penelitian ini bertujuan untuk mencari apakah terdapat hubungan yang signifikan antara HOTS dengan prestasi Bahasa Inggris siswa kelas XI SMA N 2 Kudus tahun ajaran 2017/2018.

Desain penelitian ini adalah penelitian korelasi yang termasuk dalam penelitian kuantitatif non-eksperimental. Jumlah sampel adalah 44 siswa yang diambil dengan menggunakan teknik purposive sampling. Sehubungan dengan instrumen penelitian, peneliti menggunakan kuesioner / angket untuk mengetahui tingkat keterlibatan siswa dalam penerapan HOTS dan dokumentasi untuk mengetahui prestasi Bahasa Inggris siswa.

Hasil dari penelitian ini menunjukkan bahwa keterlibatan siswa dalam menerapkan HOTS dikategorikan sebagai tingkat keterlibatan yang tinggi dengan nilai rata-rata 3.37 dan 79.59 sebagai nilai rata-rata dari prestasi Bahasa Inggris siswa. Singkatnya, berdasarkan perhitungan koefisien korelasi menggunakan Pearson-product moment formula, diketahui hasil dari r_{xy} adalah 0.697 yang menunjukkan tingkat korelasi yang tinggi. Sementara itu, dengan derajat kebebasan 42 dan level signifikansi 0.05 (one-tailed), nilai r_t (table) adalah 0.251. Kemudian, telah ditemukan bahwa nilai $r_{xy} > r_t$ dimana $0.697 > 0.251$. Hal ini berarti bahwa H_a (hipotesis penelitian) diterima.

Kesimpulannya, terdapat korelasi yang signifikan antara kemampuan berpikir tingkat tinggi (HOTS) dan prestasi Bahasa Inggris siswa kelas XI SMA N 2 Kudus tahun ajaran 2017/2018. Selain itu, peneliti menyarankan guru untuk memfasilitasi siswa dengan melaksanakan HOTS dalam melaksanakan kegiatan belajar mengajar untuk mendapatkan keterlibatan lebih dari siswa dalam belajar Bahasa Inggris, dan untuk siswa harus menaruh perhatian lebih terkait dengan keterlibatannya dalam menerapkan HOTS untuk mendapatkan hasil yang lebih baik dalam belajar Bahasa Inggris.

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